

Building Instructor and Social Presence

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Content Overview

1. Personal introduction.
2. Recapping events.
3. Announcing next steps.



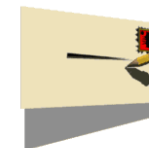
Content Overview

4. Using email for critical points.
5. Offering office hours.
6. Referring to students by name.



Content Overview

7. Holding synchronous events.
8. Including personal information in some of your posts (e.g., recent events, conferences, news, etc.).
9. Contact information.



Content Overview

10. Use of media.

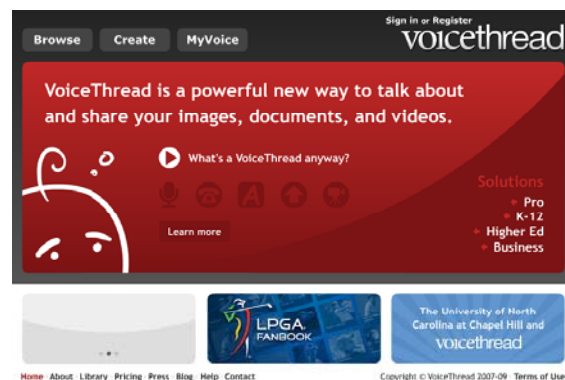
11. Dimensions of instructional immediacy including affective, cognitive, technological, and organizational presence.



Adding Voice to Email: YackPack



Adding Voice to Images, Documents, and Videos: VoiceThread




Content Overview

12. Creating a community of inquiry.

13. Read articles and join communities on social presence.



Community of Inquiry Model (Garrison, Anderson, and Archer)




Community of Inquiry

- Introduction
- Col Model
- Cognitive Presence
- Social Presence
- Teaching Presence
- Col Survey
- Papers
- Presentations & Links
- References
- Contact
- Blogs

The Model Of A Community Of Inquiry

The purpose of this study is to provide conceptual order and a tool for the use of CMC and computer conferencing in supporting an educational experience. Central to the study introduced here is a model of community inquiry that constitutes three elements essential to an educational transaction - cognitive presence, social presence, and teaching presence. Indicators (key words/phrases) for each of the three elements emerged from the analysis of computer conferencing transcripts. The indicators described represent a template or tool for researchers to analyze written transcripts as well as a guide to educators for the optimal use of computer conferencing as a medium to facilitate an educational transaction. This research would suggest that computer conferencing has considerable potential to create a community of inquiry for educational purposes.

From:
Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2-3), 87-105. [pdf Full Text](#)



Community of Inquiry Model



Join Ning Group on Enhancing Instructor Presence in Education

[Main](#)
[My Page](#)
[Members](#)
[Videos](#)
[Chat](#)
[Forum](#)
[Presence](#)
[PD Options](#)
[How To?](#)
[RSS](#)

Your Digital Personality

learning the read/write web and enhancing instructor presence in education

a learning and sharing space for the Online Classroom presentation titled "Using web 2.0 to enhance classes and improve retention"

FORUM

- [Using Wikis in a biology course](#) 2 Replies
 Started by Jeff Maehr. Last reply by Todd Conaway Jul 17.
- [QUESTIONS QUESTIONS QUESTIONS](#) 3 Replies
 Started by Todd Conaway. Last reply by Todd Conaway Jul 10.

[+ Start Discussion](#) [View All](#)

MEMBERS

WELCOME TO WEB 2.0

You'll note the often used Common Craft videos throughout this site. [Here is their blog](#). Full of good information.

Some [great resources here](#) from Dr. Alvia Cooper from South Mountain Community

Welcome to Your Digital Personality

[Sign Up](#)
or [Sign In](#)

Ads by Google

Web 2.0 Summit, 10/20-22
 Hear from Web 2.0 Innovators and Leaders. Request an invite today.
[www.web2summit.com](#)

On Social Marketing Yet?
 Take Marketing to the Next Level Get Free

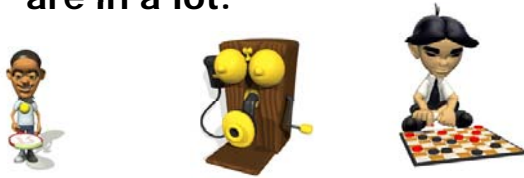
Examples of Challenges

1. Too much personal or professional information.
2. Intervening or posting too often.



Advice and Guidelines

1. Provide some limited personal information (such as hobbies and interests) but stay toward professional interests and background.
2. Email and phone contacts.
3. Strategically post so it seems like you are in a lot.



Advice and Guidelines

4. Be clear as to when students can expect feedback.
5. Include weekly course reminders and summative announcements.
6. Respond promptly to students (12 to 48 hours).



Advice and Guidelines

7. Taking active interest in students' concerns including:
understanding their situations, sensing students' emotions, expressing sympathy, comforting students, showing caring, providing warm comments, offering advice, and using self-introductions.



Advice and Guidelines

8. Email students who are off-track.
9. Develop or refer to your personal homepage.
10. Explicitly note and respond to common complaints, problems, successes, and questions.



Personal Homepage: Google Sites

Google sites

Thinking of creating a website?

Google Sites is a free and easy way to create and share webpages. [Learn more.](#)

Create
rich web pages easily

Collect
all your info in one place

Control
who can view and edit

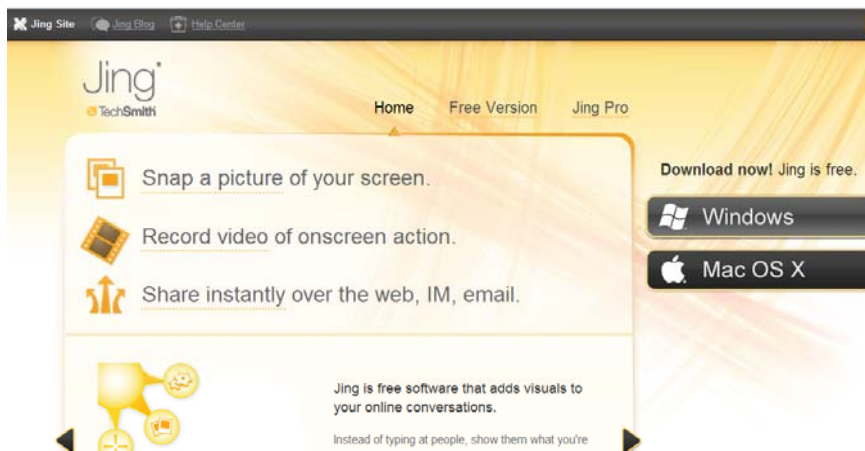


Advice and Guidelines

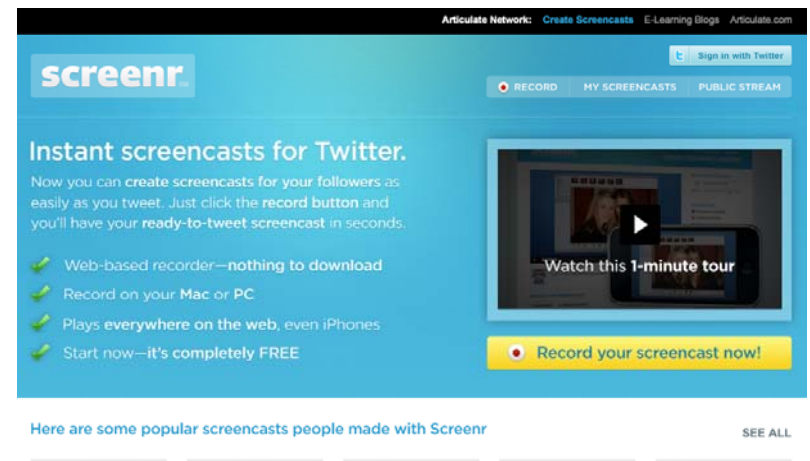
11. Provide directions, guide sheets, or job aids for getting students to use technology (perhaps use free screen capture tools like Jing and Screenr).
12. Use podcasts and videostreamed lectures for students to see you.



Screen Capture: Jing



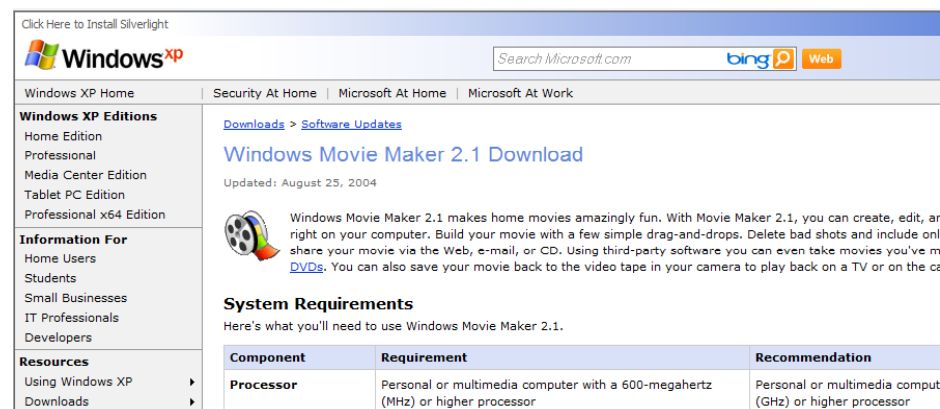
Screen Capture: Screenr



Create and Edit Video Lectures and Tutorials: VideoSpin

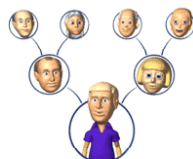
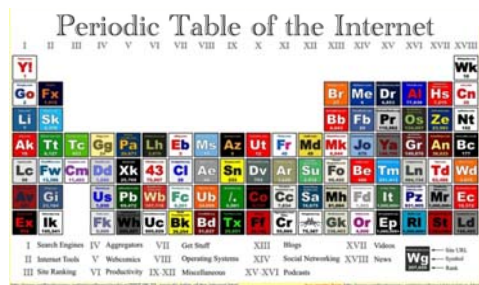


Create and Edit Video Lectures and Tutorials: Windows Movie Maker



Advice and Guidelines

13. Integrate media and the Web 2.0 for interactive and instructor presence.



Are you ready to build your presence now?

For More Information, Contact:

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